

USING SCRABBLE GAME IN IMPROVING STUDENTS' VOCABULARY MASTERY OF SMP NEGERI 1 JAWAI

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Abstract

The research was conducted based on the problems found in teaching and learning process. Students had problem in 2 aspects of vocabulary. They had the difficulties in determining the meaning of words and spelling the word correctly. The purpose of this research was to improve students' vocabulary mastery by using Scrabble game to the Class VII C students of SMP Negeri 1 Jawai in academic year 2016/2017. The method used in this research is Classroom Action Research which consists of Planning, Acting, Observing, and Reflecting. This research was done in three cycles. The participants of this research were the seventh grade English teacher and 32 students in class VII C. The researcher used observation and measurement test to collect the data. The researcher elaborated the result of observation checklist, field note and students' mean score in order to get the research findings. The mean score of students' individual test score improved in each cycle. In the first cycle, the mean score was 64.06 categorized into average, it increased to 78.75 categorized into average to good in the second cycle, and it increased to 92.18 categorized into good to excellent in the third cycle. In conclusion, Scrabble Game improved students' vocabulary.

Keywords: Vocabulary Mastery, Scrabble Game

Vocabulary is the basic element of a language. It is commonly defined as all the word used by the speakers when using their language. According to Richards (2000:255) suggest that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". It means without knowing and having enough vocabulary, someone or language learner will be difficult to understand the other language skill such as speaking, reading, writing, and listening. Vocabulary is one of the items that have to be mastered first by the students in learning English, because no one can speak English if they have limited vocabulary and without a proportional amount of vocabulary any one will get trouble in the process of learning English.

Teaching and learning cannot be separated because the learning itself depend on teaching. So is learning English. It cannot be separated from vocabulary. The researcher had been doing the observation through preliminary study at Class VII C in SMPN 1 Jawai. Some students found to have some difficulties in acquiring vocabulary. In fact, many students have been struggling and found some difficulties in the learning process. The students did not have enough knowledge and experience of English because most of them are beginner students. Therefore, it was difficult for them remember words in English. In addition, the students seem frightened or did not pay attention especially when teacher ask them to read or answer a question.

In teaching and learning process based on basic competence, the students should be able to things around them. Whereas, the researcher found that the difficulty of their learning English coming from their vocabulary mastery. Those problems such as difficulties in understanding the meaning of words and the students could not spell the words correctly. Therefore, the word spelling and afraid about being wrong affect their study.

Considering the importance of mastering vocabulary in learning English, the teacher should be creative in creating and choosing an appropriate technique or activity in classroom. The appropriate technique can be used in order to make the students more enthusiastic and more active in the classroom, also to avoid them from getting bored and sleepy in learning process. One of the activities that can be used is through a game. Teaching vocabulary using game is important to make student enjoy the learning process. Using game is one solution to overcome the problems. Through games students could be easier to understand what the teachers present. Al Zaabi (2007:85) advocated that learning vocabulary through games give students more chances to learn something from one other. It means that using games will help students to enjoy English lesson in class. A game that the researcher will use in this research is called Scrabble. Scrabble is a simple game that can help the teacher in teaching vocabulary especially in memorizing, spelling and understanding the meaning of the words. Scrabble game is a very good media to teach English in the classroom because make it challenges student's ability to remember the vocabulary more enjoyable. Scrabble is also a board game which the player draw letter tiles and take turns to make interlocking words like a crossword. The scoring points are according to the letters played and their positions on the board. According to Klimova (2015) Scrabble is one of the most popular boards that specifically highlight language. The purpose of the game is to build words with a higher score as possible. Scrabble is indirect learning. When the students play the game, they don't realize that

they are learning. Students also get new words or vocabulary naturally. Through this game, the students will give their full attention and concentration to study.

Referring to the previous research conducted by Andi Saputra Tanjung, a student of Syarif Hidayatullah State Islamic University in Jakarta (2011) who applied Scrabble Game to the first grade students of MTs Nurussalam Pondok Pinang, Scrabble Game could improve students' mastery in vocabulary. Based on that pioneering researchers and the finding, the researcher will focus on the improvement of students' vocabulary through Scrabble Game to the seventh Grade students of SMP Negeri 1 Jawai.

According to the reason pointed out, in conducting A Classroom Action Research to find out the improvement of students' vocabulary through Scrabble game to the seventh Grade Students of SMP Negeri 1 Jawai in academic year 2016/2017. Hopefully this research can solve the students' problem in vocabulary and improve their vocabulary achievement.

METHOD

There are many methods that can be used by the researcher in doing research, but the researcher should be selective in choosing appropriate method with the research. According to the problems, the appropriate method to be used in this research is Classroom Action Research (CAR). Classroom Action Research was conducted when there are problems appear in teaching and learning process. Burns (2010: 2) said that action research is related to reflective practice. Furthermore, Burns explain that action research involves taking a self-reflective, critical and systematic approach to exploring your own teaching contexts. In order words, action research is used where the problems appears in the classroom and need to resolve. According to Mertler (2006) stated that action research is a process that improve education by incorporating change, and it involves educators working together to improve their own teaching practices. It means the researcher conducting this study

worked collaboratively and used the results to make instructional changes in their graduate action research in classroom.

Since there are problems found regard to the students' interest in seventh grade students SMPN 1 Jawai, Classroom Action Research is an appropriate design to help the teacher finds the right technique for teaching in order to pull students' interest in learning English. Classroom action research is used to facilitate the researcher to implement a technique as an alternative solution to resolve the problem in teaching and learning process. In conducting this research, the researcher acted as the collaborator to observe the class and the teacher taught using Scrabble Game in teaching and learning process in the classroom.

According to Frrance (2000) classroom action research (CAR) is the type of research that could offer a procedure to improve and enhance the professionalism of teachers in teaching and learning in the classroom by looking at various indicators of the success of learning process and outcome that occur in the students. In other words, through CAR teacher can improve learning practice to become more effective and fun. In classroom action research, English teacher assesses the effectiveness of their teaching activities and plan the improvement based on the result of the assessment. English teacher believed that every student can succeed in learning English if appropriate learning strategy is provided. When students fail in learning English, the mistake is on the teachers who do not provide appropriate help to the students. When the students fail in learning English it may be because the teachers have

failed in helping them. It is the problem teacher to identifying classroom problems and trying to solve the problem through the process of classroom action research. Classroom action research is performed in from of processes that consist of four phases, which is: (1) Planning, (2) Action, (3) Observation, and (4) Reflection.

In analyzing data, the writer elaborated the result of observation and test items. Observation is a technique to collect the data by observing the activity of research process and the actions of the students to watch in order to notice the atmosphere of the class. Observation checklist is used to observe the students behavior during the implementation of scrabble game in the classroom. The test practice would be given in each cycle. After the end of the lesson, students would be given some tests related to the vocabulary they have learnt. The writer analyzed the qualitative data using the qualitative explanations that were taken from the observation checklist and field note. According to Best and Khan (2006), there are some steps for analyzing qualitative data as follows:

Organizing the Data

In this step, the researcher selected and organized the data through observation. For observation data, the writer organized the data that were recorded on observation checklist and field note to know the conditions of the individuals, settings, or times in teaching and learning process. The researcher used the scale below to reflect the students' involvement.

Table 1. Description of Students Involvement

No.	Categories	Description
1.	Very poor	1-6 students do the activity (less than 20%)
2.	Poor	7-13 students do the activity (20%-40%)
3.	Fair	14-19 students do the activity (41%-60%)
4.	Good	20-26 students do the activity (61%-80%)
5.	Very Good	27-32 students do the activity (81%-100%)

Description

After organizing the data from observation, the writer described the various data in the findings related aspects of the study. The aspects of study included the teacher and students' performance, the setting or condition of teaching and learning process, and the effects of the activities of the participants.

Interpretation

The interpretation of qualitative research data depends on the writer's background, skills, and

knowledge in making the conclusion of the data. In this stage, the researcher made the conclusion based on the findings. According to Best and Khan (2006), "Interpretation involves explaining the findings, answering "why" questions, attaching significance to particular results, and putting patterns into an analytic framework." The researcher made the interpretation about the data that were collected through the observation. The individual score and mean score of students' test are categorized based on table 2.

Table 2. Table of Specification

The Score	Classification
80-100	Good to Excellent
70-79	Average to Good
60-69	Average
50-59	Poor to Average
0-49	Poor

(Heaton,1988)

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research was conducted by classroom action research. Action research is the type of research that could offer a procedure to improve and enhance the professionalism of teacher in teaching and learning in the classroom by looking at various indicators of the success of learning process and outcomes that occur in the students. In other words, through the CAR teacher can improve learning practices to become more effective. This research was intended to solve students' problem in vocabulary mastery by implement Scrabble Game on the VII C students of SMP Negeri 1 Jawai. The students had problems in vocabulary.

The problems were difficulties in determining the meaning of word, spelling the word especially in written form. Thus the writer implemented scrabble game in order to improve students' vocabulary achievement, especially in understanding the meaning of word and spelling the word. The researcher analyzed the data based on the result of data analysis which was gathered from observation checklist sheet, field notes, and the result of students' test that related to three aspects of vocabulary; meaning and spelling. Through every cycle, some aspects of students' vocabulary which were significantly improved were the students' understanding of word meaning and spelling. The students' improvement in vocabulary aspects can be seen clearly in chart1.

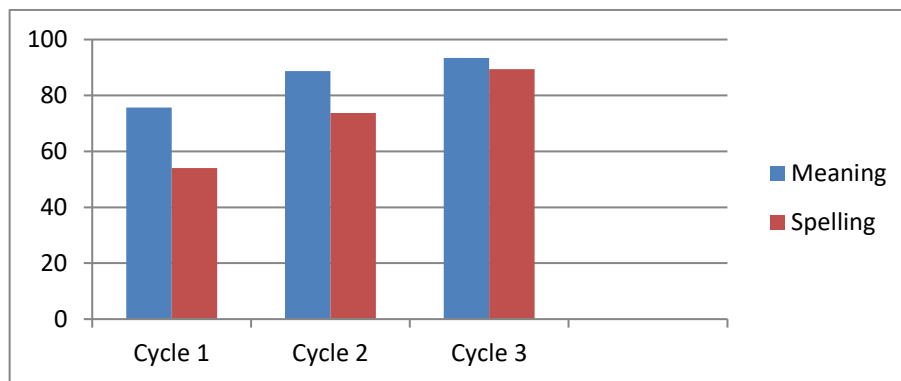


Chart 1 Students' Improvement in Vocabulary Aspects

The research was conducted in three cycles. In the first cycle the mean score of students' test was 64.06 and it was categorized into average. In the second cycle, the means score of students'

test was 78.75 and it was categorized into average to good. Meanwhile, in the third cycle the means score of students' test was 92.18 and it was categorized into good to excellent.

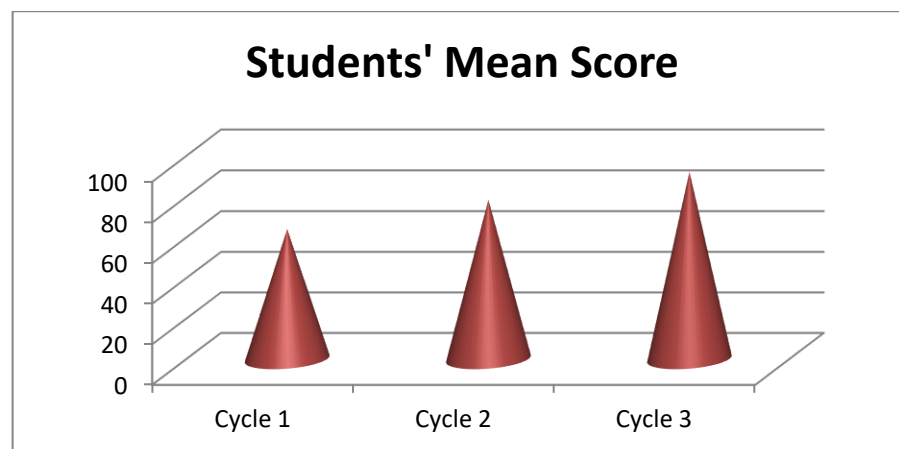


Chart 2. Students' Mean Score

Based on the observation in the classroom, teaching and learning process in cycle 1 was not applied properly. In the first cycle, During teaching and learning process, the researcher found that more than a half of the students in the class did not bring dictionary. While the teacher asked them to guess the picture, few students were able to guess it correctly. The rest were still silent. Then teacher corrected their spelling of the words. Then, when the teacher asked them to name the other objects in the classroom, only few students who respond to the teacher. After that,

the teacher asked them to play a game. The name of game is scrabble game. However, the researcher did not demonstrate the game that made some students confused. Because of their confusion and some students took much time in the process of scrabble game.

The first cycle, the researcher also found that few students still wrote the words incorrectly. Some students actually also know the object but did not know the words in English. During the game, the researcher also found that some students disturbed each other. When the teacher focused on the other students, they played by

themselves. On the other hand, based on the students' individual score, the results of the test did not give a good result. It could be seen in the scoring table. The overall result can be seen on table score, it was considered poor enough and the researcher and the teacher had to think the better preparation for the next cycle.

After conducting the observation about learning process, the researcher conducted the analysis and reflection over all the activities that have been done. The results of learning activities reflection in the first cycle is as follows. At the beginning of the first cycle, the students are very enthusiastic to play the scrabble game. They have learned and it feels without do the game. The class is alive but very noisy. Students arranged the words with the letter that they have, so the class looks rowdy and the fear will disturb other classes.

In the last meeting in the cycle I the games run smoothly, but the teacher should manage the time well in teaching learning process. Commonly, the students felt pleased in the teaching learning process through scrabble game. But there are few students that felt bored, especially children who are cleaver and they could quickly arranged the words and got more points than their friends so that it makes the game not something special.

From the reflecting phase above, there must be more efforts to develop students' ability in reinforcing their vocabulary that they have learnt by using scrabble game. It needed to be improved again in the next cycle. This effort was done in the next lesson plan in the cycle two.

In conducting the second cycle, After collecting students' worksheets, both the teacher and the researcher worked together to calculate the individual students' scores to obtain the students' mean score. The result of students' mean score was 78.75 categorized into average to good.

During teaching and learning process, the researcher found that more than a half of the students were bringing their dictionary and the time allocation was organized well. However,

there were the weaknesses in the process of teaching and learning in cycle two. There was also a group of students where as all the players have difficulties in using word. The teacher said that the members of this group could be categorized into lower students. It needed to be improved again in the next cycle. This effort was done in the next lesson plan in the cycle three.

This step was began after finding the result of previous stages that were conducted by the teacher and the collaborator (researcher). The reflection covered the entire process of the first cycle. At this stage, the teacher was helped by the writer to explore what he had done and what the effects of the actions. This was used to decide what actions were conducted in the next cycle. After knowing the result of action stage was not unsatisfying to fulfill the indicator of success. In this cycle, some of students still faced the problem in spelling. Based on the result of students' test, there were 15 students still faced the problem in spelling. Both the teacher and the collaborator decided to continue the action to the next cycle.

In conducting the third cycle, the result of students' test in the third cycle was satisfying. The students' mean score was 92.18 that categorized into good to excellent. This result of mean score in this cycle increased from the second cycle that was from 78.75 to 92.18. The average scores of the students' understanding of words meaning and spelling the word was improved satisfyingly. The entire group did every procedure well. The players were also well organized. They enjoy the game. This time, they were busy to look dictionary for the words they did not know. During teaching and learning process, the researcher found that more than half of the students were bringing their dictionary. The teacher gave feedback to students and asked their difficulties in playing scrabble game, group by group. After that, the teacher distributed the test for students related to the material and collected their worksheets. By the result, it was considered great and successful so that the researcher and the teacher decided to stop the

action. The teacher and the collaborator (researcher) explored what they had done in this cycle and evaluated the effects of the actions. There was the improvement on the process of teaching and learning using scrabble games. The findings indicated the weaknesses found in teaching and learning process in cycle 1 and cycle 2 had been successfully minimized by the teacher and the students. Teaching and learning process in cycle 3 was satisfying. Most of the students were engaged well in learning the material and playing scrabble game. The students were enthusiastic in applying scrabble game.

After computing students' tests, the result of mean score in cycle three was satisfying. The students' tests improved satisfyingly from the previous cycle. Scrabble game improved students; determining the meaning and spelling the word. The students' mean scores improved from 64.06 in the first cycle to 78.75 in the second cycle then improved to 92.18 in the third cycle.

Discussion

This classroom action research was conducted in three cycles. Each cycle consisted of planning, acting, observing and reflecting stages. The acting stage was conducted in one meeting that was performed during the teaching learning process. The researcher observes the students and the teacher behavior during teaching learning process.

The general research question concerned in the improvement of students' vocabulary mastery by using Scrabble Game. Based on the preliminary study, the researcher found that students' participation in the teaching learning process is quite disappointed. They were not showing any interest in the learning process. Whenever the teacher asked questions, they did not respond it, just kept silent. Only two or three students that actively answer it.

In addition, they also did not bring their dictionary. The reason was because they did not have it or they forgot to bring it and even said that the dictionary was heavy. This problem was

solved by giving them punishment if they did not bring dictionary. That is why the researcher comes up with Scrabble game in order to arouse their interest in learning English. During implementing this technique, based on the observation checklist and field note, the activities in the first cycle did not run smoothly. The students got confused about the procedure of the activity. The researcher also found that the students were shy, they were not confident when constructs the words in playing scrabble game. They acted shyly and it affected the time process.

Based on the observation in the classroom, teaching and learning process in cycle 1 was not applied properly. In the first cycle, time allocation was not organized well; the teacher's instruction was not really clear; and some activities were not applied in the teaching and learning vocabulary. The teacher took much time in teaching the material of introducing things in the classroom and in giving the instructions to the students in playing Scrabble game. Based on students' tests result in the first cycle, it was found that many students made mistakes in spelling the word.

In this second cycle, both the teacher and the researcher found many students had better progress in learning vocabulary than before. Based on students' tests result in the second cycle, the average scores of students' understanding of word meaning and spelling the word was improved satisfying. Although there were still 15 students had the problems in spelling.

In conducting the third cycle, the teaching and learning process was already satisfying. Based on students' tests result in the last cycle, the average scores of students' vocabulary achievement in three aspects was improved satisfyingly. Almost all of students gave the correct answer in determining the meaning of words. Some students only made a few mistakes in spelling the word. After interpreting the data, both the teacher and the writer decided to stop the actions because the result was satisfying and the indicators fulfilled the criteria of success.

After computing students' tests, the result of mean score in cycle three was satisfying. The students' tests improved satisfyingly from the previous cycle. Scrabble game improved students' determining the meaning and spelling the word. The students' mean scores improved from 64.06 in the first cycle to 78.75 in the second cycle, than improved to 92.18 in the third cycle.

The findings of this research indicated that Scrabble Game could improve students' vocabulary. The process of teaching and learning using Scrabble Game improved from cycle to cycle. Scrabble Game improved all three aspects in vocabulary. In addition, this technique made students learning in the fun way and without feeling stressed. They enjoyed the process of learning as well as playing the game.

CONCLUSION AND SUGGESTION

Conclusion

Based on the discussion of the previous chapter, it can be concluded that students' vocabulary of Class VII C of SMPN 1 Jawai improved after being taught through Scrabble Game in three cycles. This technique did not only improved students' vocabulary, but also improved students' participation in the learning process. From cycle 1 to cycle 2, the students shown different response in playing the game. In the first cycle, only few students shown their interest and some were just playing around making noise. Then, in the cycle 3, almost all students' shown their interest and enthusiasm in the process. The using Scrabble game in teaching vocabulary can improve the students' English vocabulary. The result of students' test progressed from cycle 1 to cycle 2. In the first cycle the test result of the students were not satisfying, then in the cycle 3, it shown the progression in which each student who got lower score improved. It proved tha Scrabble Game improve students' vocabulary. The students' achievement was increased in learning vocabulary by using Scrabble game. The use of

Scrabble game in increasing students' vocabulary is proven to be an effective and interesting way because the students fell motivated and interested to the method; it is shown by the result of the students' mean score, the result of the observation checklist table and field note.

Suggestion

From the conclusions stated above, the researcher would like to offer some suggestions to the teacher to improve the students' vocabulary mastery by using Scrabble game in order to get a better result. The researcher recommended: (1) It is suggested to the English teacher to use Scrabble Game as a media in increasing students' vocabulary in their teaching and learning process, especially in teaching things around them. (2) The teacher should pay attention to each student and manage the time to create good atmosphere and for them to explore their ideas by giving tasks specifically. (3) The teacher should remind the students to always bring their dictionary in order to maximize the Scrabble game. (4) The teacher can find the several of media, materials or topic to make the teaching and learning interesting and fun.

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